СМОЛЕНСКИЙ ПРОМЫШЛЕННО-ЭКОНОМИЧЕСКИЙ КОЛЛЕДЖ

**учебно-методическое пособие**

**по английскому языку**

***для самостоятельной внеаудиторной***

***работы студентов***

***Специальность 030912 Право и организация социального обеспечения***

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### Кафедра «Общеобразовательных дисциплин»

Учебно-методическое пособие по английскому языку

для самостоятельной внеаудиторной работы студентов

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Данное пособие предназначено для самостоятельной внеаудиторной работы студентов, изучающих английский язык по специальности *030912 Право и организация социального обеспечения.*

Основная цель пособия заключается в развитии умений речевого профессионального общения на английском языке. В пособии представлены аутентичные тексты, которые углубляют знания обучающихся по указанной специальности, знакомят их с современным английском языком, расширяют страноведческие представления. Система заданий и упражнений направлена на активное усвоение лексики, развитие речевых навыков и умений, формирование коммуникативной компетенции в речевом профессиональном общении.

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**Unit 1.**

**Part I.**

**Warming up.**

The third branch of almost every government, in addition to the legislative and executive branches is judicial.

**In what way does Russian judicial system differ from British and American?**

***Exercise 1.* Read and pronounce correctly.**

**divide (v) – [di’vaid]**

**civil (adj) – [‘sivl]**

**criminal (adj) – [‘kriminl]**

**jurisdiction (n) - [d** **ʒ** **uəris’dikʃən]**

**distinguish (v) - [dis’tiŋgwiʃ]**

**offence (n) - [ə’fɛns]**

**indictable (adj) – [in’daitəbl]**

**non-indictable (adj) – [nDn in’daitəbl]**

**indictment (n) - [in’daitmənt]**

***Exercise 2.Read the text about the judicial branch in Great Britain and the USA.***

**GREAT BRITAIN.**

British law *is divided* into two parts — *civil* and *criminal.* There are also two types of courts — dealing with *civil jurisdiction* and the other, with criminal jurisdiction. The law of Britain *distinguishes offences* into main categories: a) *indictable* offences and b) non-indictable offences. Indictable offences are the more serious crimes, which must be tried before a jury. Non-indictable offences are all the rest and they are tried by the Magis­trates' Court. However, nowadays there are many offences which may ei­ther be treated on *indictment by* a jury or by a Magistrates' Court. When a person is brought before the magistrates' Court *charged with* one of the overlapping offences, the court may in many cases treat the *charge* as be­ing for a non-indictable offence. The principal courts of ordinary criminal jurisdiction in England and Wales include:

1. **Magistrates' Courts,** which try the less serious offences and conduct
*preliminary inquiries* into the more serious offences. They *are presided over*by *Justices of the Peace;*
2. **Quarter Sessions** which take place at least four times a year. They
deal with more serious offences and are presided over either by a *legally
qualified chairman* with a group of magistrates or by a single lawyer;
3. **Assizes** which are branches of the High Court and are presided over
by High Court Judges. They deal with the most serious offences and cases
presenting special difficulties.

**The USA.**

The third branch of government is the federal judiciary. Its main instru­ment is the Supreme Court, which watches over the other two branches. It *determines* whether or not their laws and acts *are in accordance with* the Constitution. Congress\* has the power *to fix* the number of judges sitting on the Court, but it cannot change the powers given to the Supreme Court by the Constitution itself. The Supreme Court consists of a chief justice and eight associate justices. They are nominated by the President but must be *approvedby* the Senate.\* Once approved, they hold office as Supreme Court Justices for life. A decision of the Supreme Court cannot be appealed to any other court. Neither the President nor Congress can change their decisions. In addition to the Supreme Court, Congress *has established* 11 federal courts of appeal and, bellow them, 91 federal district courts.\*

The Supreme Court has direct jurisdiction in only two kinds of cases: those involving foreign diplomats and those in which a state is a party. All other cases which reach the Court are appeals from lower courts. The Su­preme Court chooses which of these it will hear. Most of the cases involve the interpretation of the Constitution. The Supreme Court also has the "power of judicial review," that is, it has the right to declare laws and асtions of the federal, state, and local governments unconstitutional. While not stated in the Constitution, this power was established over time.

*(From: American Life and Institutions)*

***Exercise 3. Translate and learn the vocabulary.***

**be charged with**

**charge (n)**

**preliminary inquiry**

**preside (v) over/at**

**Justice of the Peace**

**Quarter Sessions**

**legally qualified**

**chairman (n)**

 **determine (v)**

**in accordance with**

***Exercise 4.Read the following sentences and decide what law system (British or American) they refer to.***

1. There are two types of courts in this country
2. The Magistrates' Courts of this country are presided over by Justices of Peace.
3. There are 91 federal district courts in the country.
4. The principle courts of ordinary criminal jurisdiction include Quarter Sessions, Magistrates' Courts and Assizes.
5. The Supreme Court of this country has the "power of judicial re­ view."

***Exercise 4.Tick off the true statements.***

1. British law is divided into civil and criminal.

2.Indictable crimes are more serious than non-indictable offences.

3.Quarter Sessions take place every month.

4.In the USA a chief justice and eight associate justices are nominated by the President.

5.There are only two federal courts in the United States.

***Exercise 5. Disagree with the following statements. Then give correct statements.***

 ***Use the introductory phrases:***

 ***that’s right; exactly, certainly; I fully agree to it; I don’t think so, this is not case; it’s wrong, I’m afraid.***

**Sample:** *A chief justice of the American Supreme Court is elected. A chief justice of the American Supreme Court is not elected. He is nominated by the President and ap­proved by the Senate.*

1. Federal district courts are the main instruments of the US judiciary.
2. English Magistrates' Courts try the most serious offences.
3. Non-indictable offences must always be tried before a jury.
4. The American Supreme Court hear all the appeals it receives.
5. Only the US President can change any decision of the Supreme Court.

***Exercise 6.Disscuss the differences between the judicial branch in Great Britain and the USA.***

***Exercise 7. Sum up the main ideas of the texts.***

**Part II.**

 **Warming up.**

***What do you know about the Supreme Court of Russia?***

***Compare way the Supreme Court works and its building in Russia and USA.***

***Exercise 1.* Read and pronounce correctly**

 **the Capitol (n) - [‘kæpitl]**

**embrace (v) - [im’breis]**

**elevate (v) - [‘ɛliveit]**

**the court marshal - [kɔ’t ‘mɑ:ʃəl]**

***Exercise 2. Read the text***

**THE MARBLE PALACE.**

The Supreme Court of the United States sits east of the Capitol in a building designed both to embrace the majesty of the law and to elevate its occupants to status of Platonic guardians. The marble building was com-pleted in 1935 at a cost of $10 million.

Each justice has suite of offices, including space for several law clerks -top graduates from the nation's elite law schools, who serve for a year or two.

The courtroom is 82 feet by 91 feet, with a 44 — foot — high ceiling and twenty four columns of Italian marble.

The Court begins its official work year on the first Monday of October, known as the October Term. During its public sessions, when appeals are argued or the justices announce opinions, the court marshal\* pounds the gavel at exactly 10 a.m., directs everyone in the courtroom to stand. Then the justices enter in black robes from behind a velvet curtain. In the front is the chief justice; the other justices follow in order of seniority\*

Oral argument is usually to thirty minutes on each side. Few attorneys argue appeals regularly before the Court. The justices constantly question the attorneys, attempting to poke holes\* in every argument.

There were occasions when the utmost restraint was necessary to maintain the dignity\* of the court... A New York attorney argue vehemently that his false teeth popped out\* of his mouth. Not a smile ruffled the dignity of the bench.

*(From: The Challenge of Democracy)*

***Exercise 3. Read translate and learn the following words.***

**seniority (n)**

**attorney (n)**

 **poke holes**

 **restraint (n)**

 **dignity (n)**

 **vehemently (adv)**

 **pop out**

 **ruffle (v)**

 **(the) bench fix (v)**

**approve (v)**

***Exercise 4. Answer the questions.***

1. Where is the Supreme Court of the United States situated?

1. How old is the marble building of the Court?
2. When does its official work begin?
3. What is the time-limit for oral argument?
4. Is it always possible to maintain the dignity of the court?

***Exercise 5.* Give a summary of the text ( 8-10 sentences)*.*** ***Use some words and expressions:***

***1)This story is about…***

 ***2)In my opinion…***

***3)It should be mentioned…***

***4)In conclusion to…***

***5)To sum up…***

**Unit 2.**

**Part I.**

 **Warming up.**

 ***What do usually lawyers do?* *Can you answer at once? If you can't read the text below and say whether the list of lawyers' functions is complete.***

***Exercise 1.* Read and pronounce correctly**

 **negotiation** (n) - [nigəuʃi’eiʃən]

**negotiate** (v) – [ ni’gəuʃieit]

**mediate** (v) - [‘mi:dieit]

**aim** (v) - [eim]

**advantageous** (adj) - [ædvən’teidʒəs]

**draft** (v) - [drɑ:ft]

**litigate** (v) – [‘litigeit]

**venture** (v) - [‘vɛntʃər]

***Exercise 2.* *Read the text***

**LAWYERS PERFORM FOUR MAJOR FUNCTIONS**

1. First, lawyers counsel. This means that lawyers offer advice, even if it is advice their clients would prefer not to hear. Of course, lawyers regu­larly counsel clients during negotiations\* & litigation.

2. Second, lawyers negotiate.\* This means that they mediate\* between competing interests aiming\* for results that will prove advantageous\* to their clients and, if possible, their opponents.

3. Third, lawyers draft\* documents. This is probably their most intel­lectually challenging function.

4. Fourth, they litigate.\* This is the skill most people associate with lawyers. Ironically, only a small fraction of all lawyers devote much time to courtroom activities. In fact, the majority of attorneys never venture\* into a courthouse except to file legal papers with a clerk.

***Exercise 3. Professional Titles Quiz***

***You've learnt a lot about different types of legal professions. Now test yourself matching the following clippings with the law professional titles.***

1. English lawyers who judge cases in the lower courts. They're *usually* unpaid and have no legal qualifications, but they're respectable peopie who are given some training.
2. They make up the largest branch of the legal profession in England and Wales (Уэльс). They are found in every town where they deal with all the day-to-day work of preparing legal documents for buy­ ing and selling houses, making wills, etc. These lawyers also work on court cases for their clients, prepare cases for other lawyers to
present in the higher courts, and may represent their client in a Magistrates' Court.
3. Each federal judicial district has this lawyer who is appointed by the President.
4. Only a small proportion of these lawyers doesn't preside in Magis­ trates' Courts. They deal with the most serious crimes, such as those for which the criminal might be sent to prison for more than a year. They are paid salaries by the State and have considerable legal train­ ing.
5. They defend or prosecute in the English higher courts. They special­ ize in representing clients in court. In court, these lawyers wear wigs and gowns in keeping with the extreme formality of the proceedings. The highest level of them have the title QC (Queens Counsel).

**barristers, High Court Judges, Magistrates, solicitors, attorneys**

**Part II.**

 ***Exercise 1.* Read and pronounce correctly**

 **the Bar Final examination**

 **the Law Society Final examination**

***Exercise2. Read the text. Then agree or disagree with the statement: "It's very difficult to become a lawyer."***

**ENTERING THE PROFESSION**

how does someone become a lawyer?

In some countries in order to practise as a lawyer it is necessary to get a university *degree* in law. However, in others, a degree may be *insufficient;* professional examinations must *be passed.* In Britain, it is not in fact nec­essary to have a degree, although nowadays most people entering the pro­fession do. The main *requirement* is to pass the Bar Final examination\* (for barristers) or the Law Society Final examination\* (for solicitor). Someone with University degree in a subject other than law needs first *to take* a pre­paratory *course.* Someone without a degree at all may also prepare for the final examination, but this will take several years. In most countries, law­yers will tell you that the time they spent studying for their law *finals* was one of the worst periods of their life! This is because an enormous number of procedural rules covering a wide area of law must be memorized. In Japan, where there are relatively few lawyers, the examinations are sup­posed to be particularly hard: less than 5 percent of candidates pass. Even after passing the examination, though, a lawyer is not necessarily qualified. A solicitor in England, for example, must then spend two years as an *arti­cled clerk,* during this time his work is closely *supervised* by an experienced lawyer, and he must take further courses. A barrister must spend a similar year as a **pupil.**

The rate at which the legal profession grows is terrific. In the 21st cen­tury the number of lawyers will probably *outpace* the rate of population growth.

Why is the career in law so popular? In the USA the average *salary* of experienced lawyers in private practice is more than $100,000.

Lawyers' salaries are substantially greater than those of many other pro­fessionals. The glamour of legal practice *strengthens* the attraction of its financial rewards.

***Exercise 3.Read translate and learn the vocabulary.***

**degree** (n)

**insufficient** (adj)

**pass** (v)

**requirement** (n)

**take a course finals** (n)

**articled clerk supervise** (v)

**outpace** (v)

**salary** (n)

**strengthen** (v)

 **law** (n)

***Exercise 4.Circle a); b) or с) to complete the sentence.***

1) The British lawyers are required\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. to pass professional exams;
2. to work as a clerk for 5 years after graduating from a university;
3. wear black suits

2) The requirements for barristers and solicitors are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. identical;
2. partially identical;
3. different

3) In Japan the professional law exams are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. difficult to pass;
2. not practised;
3. easy to pass

4) A barrister must work for a year as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. an articled clerk;
2. a pupil;
3. an attorney

5) The average salary of an experienced lawyer is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. very low;
2. ridiculous;
3. much higher than those of other professionals

***Exercise 5.Tick off the true statements according to the text.***

1. The legal profession is extremely popular all over the world.
2. A future lawyer must pass various professional exams.
3. A solicitor in England must spend half a year as an articled clerk.
4. The final exam for barristers is called the Bar Final examination.
5. Japan has a large number of lawyers.

***Exercise 6. Read the text again and find the English equivalents for the words and phrases below:***

1. стать юристом
2. получить университетскую степень
3. недостаточный
4. сдавать экзамены
5. пройти подготовительный курс
6. основное требование
7. выпускные экзамены в области юриспруденции
8. пять процентов кандидатов
9. за его работой наблюдают
10. средняя заработная плата
11. опережать рост населения
12. усилить
13. клерк-стажер

***Exercise 7. Match the words with their definitions.***

1. Insufficient a) make or become stronger
2. Supervise b) not enough
3. Strengthen c) walk, move very quickly
4. Outpace d) watch and direct work
5. Requirement e) payment for regular employment on a yearly basis
6. salary f) to reach a high enough standard to succeed in a
 test

7) pass *g)* something which is needed or obligatory, ne

***Exercise 8. Sum up the main idea of the text.*** **Unit 3.**

 **Warming up.**

**Are laws for ordinary people or for lawyers? Do you always observe the law? Do you think laws change in the course of time?**

***Exercise 1.* Read and pronounce correctly**

 **steal** (v) - [sti’l]

**benefit** (n) – [‘benifit]

**community** (n) – [kə’mju:niti]

**self-protection** (n) – [sɛlf prə’tɛkʃən]

**kidnap** (v) – [‘kidnæp]

**Law and society.**

***Exercise 2.*** **Read the text and check whether your answers are correct.**

 The English word *'law'* refers to limits upon various forms of behavior. Some laws are descriptive: they simply describe how people, or even natu­ral phenomena, usually behave. An example is the rather consistent law of gravity; another is the less consistent laws of economics. Other laws are prescriptive — they prescribe how people ought to behave. For example, the speed limits imposed upon drivers that prescribe how fast we should drive. They rarely describe how fast we actually do drive, of course.

In all societies, relations between people are regulated by prescriptive laws. Some of them are *customs* — that is, informal rules of social and moral behavior. Some are rules we accept if we belong to particular social insti­tutions, such as religious, educational and cultural groups. And some are precise laws made by nations and enforced against all citizens within their power.

Customs need not to be made by governments, and they need not be written down. We learn how we are expected to behave in society through the instruction of family and teachers, the advice of friends, and our expe­riences in dealing with strangers. Sometimes, we can break these rules with­out suffering any *penalty.* But if we continually break the rules, or break a very important one, other members of society may ridicule us, act violent- ly toward us or refuse to have anything to do with us. The ways in which people talk, eat and drink, work, and relax together are usually called cus­toms.

*Order is* rich with meaning. Let's start with "law and order". *Maintain­ing* order in this sense means establishing the rule of law to preserve life and to protect *property.* To the seventeenth-century philosopher Thomas Hobbes (1588—1679), preserving life was the most important function of law. He described life without law as life in a 'state of nature'. Without rules, people would live like *predators, stealing* and killing for personal *benefit.*

Members of every *community* have made laws for themselves in *self-pro­tection.* If it were not for the law, you could not go out in daylight without the fear of being *kidnapped, robbed* or *murdered.* There are far more good people in the world than bad, but there are enough of the bad to make law necessary in the interests of everyone. Even if we were all as good as we ought to be, laws would still be necessary. How is one good man in a mo­torcar to pass another good man also in a motorcar coming in an opposite direction, unless there is some rule of the road?

Suppose you went to a greengrocery — and bought some potatoes and found on your return home that they were mouldy or even that some of them were stones, what could you do if there were no laws on the subject? In the absence of law you could only *rely upon the law of the jungle.*

Every country tries, therefore, to provide laws, which will help its peo­ple to live safely and comfortably. This is not at all an easy thing to do. No country has been successful in producing laws, which are entirely satisfac­tory. But the *imperfect* laws are better than none.

***Exercise 3.Read translate and learn the vocabulary.***

**custom** (n)

**penalty** (n)

**order** (n)

**maintain** (v)

**property** (n)

**predator** (n)

**rob** (n)

**murder** (v)

**rely on / upon** (v)

**the law of jungle imperfect** (adj.)

***Exercise 4. Give the English equivalents for***

1. закон джунглей
2. предписывать что-то
3. описывать что-то
4. обычаи / традиции страны
5. без наказания
6. критиковать кого-либо
7. защищать собственность
8. жить подобно хищникам
9. страх быть похищенным, убитым, ограбленным
10. сделать закон необходимым
11. жить в безопасности
12. члены сообщества
13. рассчитывать на что-то
14. несовершенные законы

***Exercise 5. Circle a), b) or c) to answer the questions.***

1. What is the main function of law?

1. to protect our life;
2. to protect our property;
3. to protect our reputation

2. What restricts speed limits?

1. police instructions;
2. prescriptive laws;
3. driver's conscience

3. What threatens a person who continually breaks the rules?

1. a strict penalty;
2. severe criticism and isolation;
3. indifference

4. What should we do in the absence of law?

1. we should be happy;
2. we should rely on our friends;
3. we should rely on the law of the jungle

5. What law can be characterized as a perfect one?

1. there can't be perfect laws;
2. the law which protects private property;
3. the law which preserves life

***Exercise 6. Read the text again to decide whether these statements are true or false. Give reasons.***

1. Government usually establishes customs.
2. Some laws prescribe how people ought to talk, eat, work and relax.
3. No matter how generous and kind people may be they need laws.
4. There cannot be perfect laws.
5. The law enables us to go out in daylight without fear of being robbed,
 kidnapped or murdered.

***Exercise 7. Match each word on the left with the correct definition on the right.***

*law* a) an official rule that all the citizens of the country must obey

*benefit* b) to take something that doesn't belong to you

*protection* c) the crime of taking money or other things from a bank, shop, especially
 by using threats or violence

*murderer* d) advantage, profit, help

*jungle* e) generally accepted behavior in a social group

*imperfect* f) keeping safe from harm, illness or danger

*custom* g) land covered thickly with growing underwood, tangled vegetation

*robbery* h) someone who has deliberately killed another person

*steal* i) not complete

*rely on* j) depend on with confidence

***Exercise 8. What is the main idea of the text? Write down 2-3 sentences***

**Unit 4.**

**Criminal cases.**

***Exercise 1.* Read and pronounce correctly**

**embarrassment (n) – [im’bærəsmənt]**

**embarrass (v) - [im’bærəs]**

**noose (n) - [nu:s]**

**holster (n) – [‘həulstər]**

**antipathy (n) – [æn’tipəθi]**

**extroversion (n) – [əkstra’vəiʃən]**

***Exercise 2. Read the text about techniques of shoplifting and say how the writer acquires information about this kind of crime.***

**SHOP-LIFTING**

'I just couldn't do it. I don't know what it is. It's not *embarrassment* No, that's not it. You see, you are putting your head in a *noose:* that's what it seems to me.' Derek, an armed robber with a long record of bank jobs was talking about *hoisting (shop-lifting).* 'No, I just couldn't do it. I meal just going in there.' He paused to try to find a more exact way of fixing hi| *antipathy.* 'I tell you what. It's too blatant\* for my liking.'

It seemed a funny way to put it. Pushing a couple of ties in your pocket at a shop was hardly the last word in *extroversion.*

But my ideas of shop-lifting *were* still *bound up* with teenage memories of nicking packets of chewing gum from the local newsagents. A lot of guilt and not much *loot.* After a few conversations with professional hoisters, I realised that 'blatant' was just about right.

Nobody took a couple of ties: they took the whole rack. The first mem-ber of the *gang* would walk in nice and purposefully. Their job was to set up *the goods:* perhaps put an elastic band round the ends of a few dozer silk scarves; move the *valuable* pieces of jewellery nearer the edge of the counter; slide the ties on the rack into a compact bunch. Then, while some-body else *diverts* the assistant or provides some sort of masking, the third member lifts the lot.

If the walk to the door is a little long, then there may be someone else to take over for the last stretch. No one is in possession for more than a few seconds, and there's always a couple of spare bodies to *obstruct* any­one who seems to be getting too near the carrier. Store detectives who move forward with well-founded *suspicions* may still find themselves clutching empty air.

'There's one other little angle,' said one detective. 'I often pop round the back stairs; that's where you'll occasionally find one of them, trying to *relax* and get themselves in the right mood before starting the next job.'

***Exercise 3. Read and translate and learn the vocabulary.***

 **to be bound up loot (n)**

**(the) gang**

**(n) the goods valuable (adj)**

**divert (v)**

**obstruct (v)**

**suspicion (n)**

**suspect (v) somebody or something**

**relax (v)**

**establish (v)**

**judicial review**

***Exercise 4. Are the following statements about the newspaper article true or false? If there isn't enough information in the article, write "don't know".***

1.Derek is an experienced criminal who robbed lots of banks.

1. Derek respects hoisting gangs.
2. Derek has never been imprisoned.
3. Hoisting doesn't mean stealing a couple of ties.
4. Each member of the gang performs a definite function.
5. It is very easy to catch a shop-lifter red-handed.
6. The author interviewed one of the shop-lifters.

***Exercise 5.Circle the point you think is the correct answer.***

1 . Derek describes hoisting as

1. a dangerous thing;
2. putting one's head in a noose;
3. an embarrassing procedure

2. The writer's idea of shoplifting was connected with a) some detective stories he
 had read before;

1. his teenage memories;
2. those stories sophisticated hoisters had told him

3. The writer talked to

1. experienced hoisters;
2. the police;
3. customers and shop-assistants

4. Spare bodies of the gang

1. try to steal the most valuable pieces of jewellery;
2. divert store detectives' attention;
3. prevent anyone from near the carrier of jewellery

5. If a detective pops round the back stairs he can

1. find one of the criminals;
2. find the whole gang relaxing before starting the next job;

c) find the whole rack of ties which were stolen an hour ago

***Exercise 6. Match the members of the gang with the job they do.***

1. The first member a) takes the lot
2. The second member b) make the obstruction for anyone who is getting near
3. The third member the carrier
4. Spare members c) moves valuable pieces of jewellery by the counter, etc.

 d) provides masking

***Exercise 7. Match the words given on the left with their definitions given on the right.***

1. Suspicion a) put something in the way, block off
2. (the) goods b) make smb feel awkward or ashamed
3. antipathy c) of great worth or use
4. noose d) movable property, merchandise
5. embarrass e) feeling that something is wrong, dangerous
6. (the) gang f) loop of rope that becomes tighter when the rope is pulled
7. loot g) strong and decided dislike

8) valuable h) group of persons going about for criminal purposes
9) obstruct i) turn away attention

 10) divert j) goods, private property taken away unlawfully, by thieves, etc.

***Exercise 8. Suggest the Russian equivalents for:***

1. to put one's head in a noose
2. embarrassing questions
3. financial embarrassment
4. professional hoisters
5. to feel antipathy to somebody
6. one's crave for extroversion
7. be bound up with teenage memories
8. not much loot
9. the member of the gang
10. valuable goods
11. to divert the assistant
12. to obstruct the view
13. to try to relax
14. be suspected of stealing money
15. be arrested on suspicion

***Exercise 9. Change the verbs to the Past Simple or the Past Continuous***

**THE UNLUCKY BURGLAR**

One evening Alf (watch) the television and (eat) his supper when the door suddenly (open) and a burglar (come) in. He (wear) a mask and (car­ry) a sack. Before doing anything else he (tie) Alf to the chair. Then he (go) upstairs to look for money. Although he (not find) any money he (find) a lot of jewellery, which he (put) into his sack. In his rush to get down­stairs he (not see) the dog which (lie) at the bottom of the stairs and he (fall) over it, loosing his glasses. While the burglar (look for) them, Alf (try) to free himself. Finally Alf (manage) to escape and he (phone) the police As soon as the burglar (find) his glasses he (run) out of the house. Howe\* er, unfortunately for him, the police (wait) for him at the end of the gar-den.

***Exercise 10. Make up the story of the sentences which are given below.***

1. $10,000 was stolen from a bank in the High Street.

2 The police questioned a number of people about the crime.

1. And they finally arrested two men.
2. They questioned them at the police station.
3. And charged them with the robbery.
4. The trial took place two months later.
5. After the jury had listened to all the evidence, they found both the men guilty.
6. They were sent to prison for seven years.

***Discuss the following:***

-Do you agree with the sentence?

-What punishment would you claim if you were a prosecutor?

-What strategy would you prefer if you were a defense lawyer?

**Unit 5.**

**Part I.**

**Crime rate is the U.S.A.**

***Exercise 1.* Read and pronounce correctly**

**drug-abuse** (n) – [drʌɡ]

**poverty** (n) – [‘pɒvəti]

**racial discrimination – [‘reiʃldiskrimi’neiʃən]**

**Participate** (v) – [pɑ:’tisipeit]

 **crime-prevention program – [kraim - pri’venʃən ‘prəʊɡræm ]**

***Exercise 2. Read the text about the crime rate in the USA & say whether it has gone up or down?***

The crime rate in the U.S., which rose dramatically in the 1960s and 1970s, has gone down steadily. Department of Justice statistics show that serious crimes (murder, rape, robbery, etc.) *declined 7* percent and an ad­ditional 4.5 percent the following year. In some areas, for example in New York City, crime *decreased* 17 percent over a three-year period, with *homi­cides* and burglaries down by 10 percent. However, experts who had pre­dicted a further decline were *puzzled when* FBI figures for 1985 showed an *increase* in violent crimes.

*Public opinion polls* show that Americans view crimes as one of the most serious problems of their society. Several studies have also shown that the amount of crime, especially violent crime, is frequently *overestimated.* Ex­perts believe that this awareness and fear of crime is largely caused by the great attention it is given in newspapers and on television, and also because violent crime is a popular theme for television series and films. Many Americans are therefore surprised to learn that, according to Interpol, the "general crime rate per 100,000 inhabitants" for the U.S. is significantly lower than that for several other western nations such as Sweden, New *7* aland or Denmark, and not much higher then those for Germany, Aus­tria, or England.

Nevertheless, among all crimes, murder makes the headlines, and there is no doubt that homicides continue to be a serious problem in America. In the United States, as elsewhere, the *causes* of serious crime are hot­ly debated and many *reasons* for it suggested. Among these are *unemploy­ment, drug-abuse, poverty,* ineffective courts, *racial discrimination,* consum­erism, television. Surprisingly, a major study of crime in the U.S. carried out by North-western University found that "the number of poor people in a city is only marginally related to property or violent crime." In other words, American cities with a higher rate of unemployment and poverty do not necessarily also have a higher crime rate.

Many communities across the nation have started their own campaigns against crime, encouraging their citizens to *participate* in *crime-prevention programs* and to report crimes. Several civil rights groups actively support such "self-help" campaigns. In some neighborhoods, citizens participate in "neighborhood watch" programs and organize groups to patrol the streets.

***Exercise 3. Read and translate and learn the vocabulary***

**decline (v) *decline* (n)**

**decrease (v) *decrease* (n)**

**homicide (n)**

**puzzle (v)**

 **increase** (**n) *increase* (v)**

**public opinion poll**

**overestimate (v)**

**cause (n)**

**reason (n)**

**unemployment (n)**

***Exercise 4. Read the text again to find out if the following statements are true or false. If there isn't enough information in the story, write "don't know."***

1. The crime rate in U.S. has risen dramatically in the 1990s.
2. Experts' predictions about further crime rate decline contradicted FBI figures for 1985.
3. Public opinion polls show that Americans don't care about the crime rate in the country.
4. Denmark is the country with the lowest crime rate.
5. Serious crimes are closely connected with unemployment and drug abuse.
6. Large cities with all their problems such as poverty, unemployment may not have a higher crime rate.
7. US government has recently adopted the national crime-prevention program.

***Exercise 5. Find these phrases in the text and notice the way in which they're used. In each case circle a), b), or c) to show which one is the best equivalent.***

 1) "serious crimes declined..."

2) "experts ... were puzzled"

1. "reasons for it suggested"
2. "among these are ...,
 drug-abuse"
3. "encouraging their citizens
 to participate in..."
4. they disappeared;
5. they became lower;
6. they were punished seriously
7. they were upset;
8. they were criticized;
9. they were perplexed
10. facts, that help us to understand why crimes are committed, are suggested;
11. arguments are suggested;
12. solutions are suggested
13. taking drugs;
14. alcohol consumption;
15. drug trafficking (selling drugs)
16. encouraging them to reject it;
17. encouraging them to be indifferent;
18. encouraging them to take part

***Exercise 6. Give the English equivalents for the following words and phrases.***

1. темп роста преступности снижается;
2. закат империи;
3. спад, падение;
4. жестокое убийство;
5. сбить с толку преступника;
6. увеличение количества насильственных преступлений;
7. переоценить значение опроса общественного мнения;
8. причины серьезных преступлений;
9. убедительный аргумент/довод;
10. проблема безработицы;
11. злоупотребление наркотиками;
12. жить в бедности;
13. расовая дискриминация;
14. принимать участие в компании по борьбе с преступностью;
15. новая программа по предотвращению преступлений.

***Exercise 7. Match the words on the left with their opposites on the right.***

1. decrease a) wealth
2. to overestimate b) clear
3. poverty c) higher
4. lower d) to underestimate
5. puzzling c) increase

***Exercise 8. Agree or disagree with the statements. Use the following ways of agreeing and disagreeing:***

1. I don't really agree. d) I couldn't agree more.
2. I completely agree. e) I don't agree at all.
3. I agree up to the point, but..f) That's right.

***Sample:***

I. The crime rate in the U.S. rose dramatically in the 1980s.

— J don't agree at all. The crime rate in the U.S. didn't rise dramatically in the 1980s. It rose in the 1960s and 1970s.

II. Any solicitor can advise you how to start divorce proceedings.

— That's right. I couldn't agree more.

1. Public opinion polls always show a real state of affairs.
2. The crime rate isn't connected with the economic situation of the country.
3. The general crime rate in Russia is significantly lower than in *Eu­rope.*
4. Drug-abuse is one of the reasons for serious crimes.
5. Crime-prevention programs can help to stop the increase of violent crime rate.

 **Part II.**

 ***Exercise 1.* Read and pronounce correctly**

 **a drink-driving conviction – [driŋk ‘draiviŋ kən’vikʃən]**

**convict (v) (of) – [kən’vikt]**

**suicide attempts – [‘suisaid ə’tɛmpt]**

***Exercise2. Read the text and say whether you agree with the verdict "guilty with manslaughter."***

Sixteen-year-old Peter Stone went free yesterday after *admitting* killing his father with a home-made knife.

He stepped in as his parents *were arguing* one night and *stabbed* him through the heart.

He told the police, 'He *hit* my Mum in the face. When I was younger he used to hit her and I could do nothing.'

But after his arrest the student said of his father, 'He always loved me.'Stafford Crown Court was told that there had been a strong bond be-tween father and son, but this broke down as 49-year-old Leonard Stone

tyrannized hi*s* wife for four years after loosing his job.

Stone, said to be 'quiet, well-spoken and non-violent' by police, is the youngest of six children.

His father became violent towards his 40-year-old wife Sylvia after loos­ing his lorry-driving job because of a *drink-driving conviction* nearly four

years ago.

He became depressed and made several half-hearted *suicide attempts —* but always when someone was close by.

He frequently attacked his wife — although several months could go by without him raising his fists — and he spent periods in a psychiatric hospital.

Yesterday Peter Stone, from Walsall, was *put on probation* for three years after *he pleaded guilty to manslaughter.* Mr. Justice Kenneth Jones told him, 'You are on the threshold of your life. This is inevitably a burden you will have on your conscience and will have to carry over the years. I do under­stand the position in which you found yourself.

I accept your father was a difficult man. Any father must understand nothing is quite so insupportable in the eyes of a son as violence offered by a father to a mother.

And the judge referred to his courage in admitting the offence, and said he was taking 'a perhaps exceptional course'.

He said, 'I do it because I have faith in you. I hope you will in the fu­ture do everything in your power *to justify* the faith I'm showing in you. *(From: The Evening Standard. — November 17, 1993)*

***Exercise 3. Read and translate and learn the vocabulary***

**to put on probation**

**to plead guilty**

**Manslaughter**

**justify (v)**

**to justify the faith**

**acquit (v)**

**admit (v)**

**argue (v)**

**stab (v)**

**hit (v) (hit, hit)**

***Exercise 4.Circle a), b) or c) to answer the question.***

1. What cold steel did Peter Stone use to kill his father?

1. a home-made knife;
2. a stick;
3. a sward.

2. Did Peter Stone get on well with his father?

1. Yes, they loved each other;
2. No, they hated each other;
3. They were very friendly four years ago, but Leonard Stone's vi lence broke that friendship.

3. When did Peter Stone's father become violent towards his wife Sylvia?

1. 10 years ago;
2. 4 years ago;
3. a year ago.

4. Was Peter imprisoned?

1. Yes, he was;
2. No, he escaped;
3. No, he was put on probation.

5. Did Justice Kenneth Jones sympathize with the defendant?

1. Yes, he had faith in the boy;
2. No, he was hostile;
3. He was indifferent.

***Exercise 5 What is the main idea of the text? Write down 2-3 sentences***

**Unit 6.**

**Part I.**

**Newspaper articles about crimes.**

***Exercise 1. Read the newspaper article and entitle it.***

Mild-mannered Thomas Corbett, who stran­gled his wife after a row over a tube of mustard, was jailed for three years yesterday after denying murdering his wife.

It took the jury just ten minutes to find the 58-year-old balding civil servant not guilty of murder, but guilty of manslaughter on the grounds of diminished responsibility.

Corbett, described as a man of 'impeccable character', had gradually taken over the household chores during his 26-year marriage, including cooking and cleaning. After his wife became ill with asthma, their relation­ship had deteriorated.

Medical witnesses at the trial said Corbett was like a house-proud house­wife with a craving for perfection. A pent-up rage built up in him over his wife's untidiness. His wife started going on holidays with a friend, never asking if he wanted to join them and never telling him when she would be back. In 1985 she forgot to send him a birthday card for the first time. Five weeks later the trivial row over the mustard led to her death.

The snapping point came when the couple sat down to a supper of sau­sages, green beans and mashed potatoes at their home in Middlesex on December 12, 1985.

On the spot on the table where he normally put his newspaper was a tube of German mustard. He moved it. His wife, Erika, 63, picked it up and slammed it down in its original place. During the quarrel Erika stood up and started flailing her arms. Corbett grabbed her by the throat and the couple fell on the floor. Corbett called an ambulance when she fell uncon­scious but minutes later Mrs. Corbett was dead.

Defense counsel David Farrington handed over a glowing reference from Corbett’s boss. The barrister said that Corbett would be extremely unlikely to offend again, and asked for him to be sent home. Judge Gerald Butler accepted that Corbett acted out of character but said that he couldn't take the lenient course being urged upon him.

*(From: The Daily Mirror. September 24, 1992)*

***Exercise 2.Read and learn the vocabulary.***

**strangle** (v)

**jail** (v)

**impeccable** (adj)

**deteriorate** (v)

**witness** (n)

**rage (n)**

**row (n)**

**quarrel** (n)

**flail** (v)

**lenient** (adj)

**to urge upon somebody**

***Exercise 3. Answer the questions.***

1. Was Cornett a man of even temper?
2. Did Corbett get on well with his wife?
3. Who was responsible for household chores in the Cornett family?
4. How was the victim killed?

5.Did Judge Gerald Butler agree to take the lenient course?

***Exercise 4. Summaries the text use the following questions as a plan:***

1. What irritating habits may provoke a partner to commit a crime?
 (tips: utmost untidiness, snoring, constant grumbling, etc).
2. Do you think the law is too tolerant where domestic violence suсh as the described case, is concerned.
3. Would you plead Mr. Corbett guilty of manslaughter?

# *Exercise 5 Read the articles. What is the main idea of each part?*

Now look at extracts from the newspaper reports which followed the headlines. Can you match the headlines to the extracts.

An Australian couple were kidnapped and kept for one month while their captors demanded large sums of money for their release.

Stanley and Penny Walters were having breakfast on a holiday weekend, just before setting off on a trip to Kandy to meet a friend, when two masked men broke into their home, tied them up and blindfolded them.

*(From: Sunday Mail. — May 25, 1992)*

2.

Thieves broke into Brown's Camera Centre in Baldwin Street last night and stole photographic equipment worth £1,500. Police say the thieves ap­peared to know exactly what they were looking for. They took only the two most expensive cameras and some accessories and left the rest of the shop virtually undisturbed.

*(From: Sunday Mail. — June 22, 1994)*

3.

Holidaymakers passing through airports issue open invitations to bur-glars by putting their names and addresses on the luggage, say the police.

Crooks mingle with trippers at Heathrow and Gatwick and note where they live. They watch travelers fly out and then drive round to these ad-dresses with a van and...

*(From: Sunday Mail. — February 4, 199\*

4.

Scotland Yard was last night investigating the removal of A-level exam-inaction papers from the University of London Exam Centre, and allegations that stolen papers were being sold for £100 each.

About 3,500 pupils who sat A-level French yesterday in London and a schools in the South-east may be asked to re-sit the examination with new paper, and a history A-level test scheduled for next Thursday may be cancelled, depending on the outcome.

*(From: Sunday Mail. — July 19,199\*

5.

Last September the police found Bunion lying on his living-room floor dead at 55 of a massive drug overdose. Bunion, whose accused murderers will be arraigned this week, was a creature of the gritty Old Vegas, not the smiley-face, kid-friendly New Vegas He wasn’t afraid to mix with wise guys or to have a drink, or six drinks, wit) you at 10 a.m.

*(From: Newsweek. — March 4, 1991*

**Part II.**

 **Сrime and imprisonment**

***Exercise* 1. *Read the newspaper article***

It is impossible to calculate how much of the crime and imprisonment in this country is caused, directly or indirectly, by family violence.

About 80 per cent of women in prison have been victims of child *abuse,* sexual abuse, or domestic violence.

When do women take action?

The turning point may come when a woman can no longer hide the scars and *bruises.* Or when her own financial *resources improve,* when the kids *grow up —* or when she begins to fear for their *safety.* Sometimes, *neighbors* hear screaming and call police — or a doctor *challenges* a woman’s made up story about how she got those broken ribs.

To tell the truth cops hate domestic calls — in part because they are so *unpredictable.* A neighbor may simply report a disturbance and cops have no idea what they will find on the scene. The parties may have cooled down and be sitting in stony silence. Or one may be holding the other *hostage,* or the kids. Sometimes, warring *spouses* even turn on cops — which is why many police forces send them in pairs and tell them to maintain eye con­tact with each other at all times. But many cops still don’t see such calls as real police work.

Many cities have started training programs to make police take domes­tic-violence calls more sensitively — and seriously.

Women are scared and want the violence to stop. Ten days later when they get the *subpoena* to appear in court, the situation has changed. The idea of putting someone you live with in jail becomes impossible. Pressing charges is just the first stop. The victim is faced with a range of potential legal remedies: orders of protection, criminal prosecution, family-court prosecution, divorce, a child-custody agreement. Each step is complex and time-consuming, requiring frequent court appearances by the victim — and the abuser.

But those in the field say the question is whether the justice system can solve a highly complex social problem. We need to rethink what we’re do­ing. Prosecution isn’t a panacea. We put it on when there is an *emergency* and we keep it on as long as necessary. But the question is, then what?

*(From: Newsweek. — July 4, 1994)*

***Exercise 2.Read and learn the vocabulary.***

**strangle** (v)

**abuse (n)**

**abuse (v)**

**abuser (n)**

 **turning point hide (v)**

 **bruise (n)**

**resources(n)**

**improve (n) grow up (v)**

**safety (n)**

**neighbor (n)**

**challenge (v)**

**unpredictable (adj)**

**hostage (n)**

**spouse (n)**

**subpoena (n)**

**subpoena (v)**

**emergency (n)**

***Exercise 3.Choose the best title for this newspaper article.***

1. Family Courts.
2. How to Start Divorce Proceedings.
3. When Cops and Courts Step in.

***Exercise 4. Tick off the true statements.***

1. Family violence is the course of various crimes.
2. Policemen don’t consider this crimes to be serious.
3. Women are ready to put someone they live with in jail.
4. Prosecution always helps to cool the parties down.
5. One can always predict how the family scandal ends.

***Exercise 5. Circle a), b) or c) to complete the sentences.***

1. A woman begins taking action when
2. her own financial resources improve
3. she wants to divorce her husband
4. her relatives insist on it
5. Cops detest domestic calls because\_
6. they are unpredictable
7. they are dangerous
8. they are too frequent
9. The subpoena is usually received in
10. a week
11. a day
12. ten days
13. The police are usually called by \_
14. victims
15. neighbours
16. abusers
17. Family violence is
18. a complex social problem
19. not a problem
20. a forced problem

***Exercise 6. Match the words marked with figures with their definitions.***

1. abuser
2. hide
3. bruise
4. resources
5. improve
6. safety
7. neighbour
8. unpredictable
9. hostage
10. spouse
11. subpoena
12. person given or left as a pledge that demands will be satisfied
13. freedom from danger
14. husband or wife
15. person who says or makes cruel and sever things
16. put or keep out sight; prevent from being seen found or known
17. make or become better
18. injury by a blow or knock to body

h) written order requiring a person to appear in a law court

i) that can’t be predicted

j) wealth; supplies of something

k) person, living in a street, house, etc near another

***Exercise 7. Give the English equivalents for the following words and expressions***

1. перелом в ходе истории
2. стать взрослым
3. ставить под сомнение показания свидетеля
4. для своей собственной безопасности
5. критическое положение
6. воюющие супруги
7. получить повестку в суд
8. прятать синяки

 ***Exercise 8. Make the annotation to the article. Use some words and expressions:***

***1)The article deals with…***

***2)It contains ( the description, information, investigation…)***

***3)To my opinion…***

***4)It should be mentioned…***

***5)In conclusion to…***

**Unit 7.**

**Warming up.**

1. Do you agree with the statement that juvenile delinquency is an is sue about which people all over the world are concerned?
2. Are juvenile offenders usually found among children from poor unhappy families?
3. Is the juvenile delinquency rate great in your country?

**Part I.**

 ***Exercise 1.* Read and pronounce correctly**

**self — assertion (n) – [səlf - ə’s3iʃən]**

**disguise (v) - [dis’gaiz]**

**lack (n) – [læk]**

**“(the) forbidden fruit” – [fə’bidn fruit]**

**entertainment (n) – [entə’teinmənt]**

**solution (n) – [sə’lu:ʃən]**

***Exercise 2. Read the text***

***The Problem of Juvenile***

***Delinquency***

*Minors* who commit crimes present one of the most emotional civic dilemmas, because society’s responses to them go to the heart of debates over the causes of crime, the purposes of punishment, and the possibility of prevention.

Young gangs have been a part of Los Angeles since 50s. Back then their activities were largely *confined* to petty crimes and small-scale marijuana *dealing.* But lately the number of gangs has become staggering totaling from about 5,000 members to 10,000. Almost all the gangs are *involved* in the *cocaine trade.* “A typical gang might has 200 kids from 13 to 26 years age,” says Steven Strong, the L.A. Police department’s detective. “Two weeks ago 30-year-old David Thompson and his wife were stopped by three armed teenagers, who rushed the couple, robbed them and then casually *shot* Thompson in the head. The gang members pushed the dying man’s wife out of the car, got in and drove away.”

Every night — and in many areas day and night, thousands of police cars patrol the streets of American towns. The list of crimes starts with petty crimes, goes through house-breaking, shoplifting, mugging to be topped by homicide. Entire neighborhoods are terrorized by *thugs,* many of them are quite young. Just think about how teenagers run away from homes, their own, from caring as it seems mothers, fathers, grandmothers. Why do they choose to look and act aggressive and *tough?* Take rockers who *startle* passers-by by the flashing lights of their roaring night motorbikes. Why do they, with their high-school *background,* have such a lack of thoughtfulness? *Self-assertion?* Then why at other people’s expense?

Experts say that the juvenile problem is the result of the policy of si­lence which *disguised* many of our problems including this one and which was stiff enough to allow outside distress signals. If we could have heard of them in good time, the solution would be easier today. Much more has been done for the problem of teenagers in a matter of months than in the past decade. The *“forbidden fruit”* of drugs is becoming forbidden in the real sense. The young people have got many interesting pastimes and forms of entertainment. But the ultimate solution still lies ahead. It’s a long way, but we believe we’ll finally make it

.***Exercise 3. Read and learn the vocabulary.***

**minor (n)**

**confine (v)**

**drug / marijuana dealing (n)**

**а drug dealer (n)**

**involve (v)**

**shoot (v) (shot, shot)**

**thug (n)**

**tough (adj)**

**startle (v)**

**background (n)**

***Exercise 4. Say whether these sentences are true or false.***

1. Los Angeles is free from youth gangs.
2. At night the streets of American towns are full of police cars.
3. Modern teenagers prefer to look aggressive and tough.
4. Usually teenagers run away from unhappy homes, the cruel attitude
and indifferent parents.

***Exercise 5. Read the text again. Choose the correct alternative to complete each of the sentences.***

1. Usually a youth gang consists of

 a)schoolboys;

1. children of different ages;
2. guys from 13 to 26.

2)The Thompsons were robbed by

1. armed teenagers;
2. armed bank-robbers;
3. unknown teenagers.

3) Nowadays the list of youth gang crimes is

1. the same as it was 40—50 years ago;
2. not confined to petty crimes and shoplifting;
3. confined to drug-dealing.

4) Passers-by are

1. startled by rockers;
2. happy to see rockers in the city streets;
3. surprised to see them in the streets.

5) Experts are sure that the problem of juvenile delinquency is-

1. the result of silence policy;
2. is the result of poor family education;
3. exaggerated.
4. The young people have got
5. many interesting forms of entertainment;
6. “the forbidden fruit” of drugs;
7. what ever they want.
8. The author believes
9. we’ll fail to find the way-out;
10. it’s difficult to find a proper solution of the problem;
11. we’ll finally make the solution.

***Exercise 6. Give the English equivalents for the following.***

1. отстаивание своих позиций
2. обвинить несовершеннолетнего подростка
3. их деятельность ограничивается мелкими кражами
4. обвинить в распространении наркотиков
5. быть вовлечённым в торговлю кокаином
6. несовершеннолетний головорез
7. испугать прохожего
8. запретный плод – сладок
9. новые развлечения
10. отсутствие квалификации
11. маскировать серьёзные проблемы
12. выстрелить в руку
13. хулиганский поступок

***Exercise 7.Decide which of the following information goes with the text above.***

1. Most Dangerous Los Angeles youth gangs.
2. Who Shot David Thompson.
3. How to Stop the Cocaine Trade.
4. Policy of Silence: Poor Results.

**Part II.**

***Exercise 1.* Read and pronounce correctly**

 **persistent (adj) – [pə’sistənt]**

 **politician (n) – [pɒli’tiʃən]**

***Exercise 2. Read the newspaper article and say whether you feel pity for the boy***

*The criminal they can’t lock Burglar, 14, walks free for BY CHRISTIAN GYSIN*

Britain’s most *persistent* young burglar walked free for the 33rd time yes­terday.

Two hours later the politicians promised to *take action against* those criminals who the law says are too young to be *locked up.*

Youngsters aged between twelve and fifteen who repeatedly commit crimes will be held in ten new “secure training centres” for up to two years.

The 14-year-old, in court yesterday, was responsible for a mini crime-wave near his home totaling £ 58,000. As he was freed his worried mother said, “I really thought he would have been *locked away.* I’m worried that he’ll be out doing it again before the week’s out.”

Her son had stolen clothes worth £ 28,000 and broken into the same branch of one particular shop three times in one week. He played with the chemist’s at least six times.

Before one *raid* a shop assistant was even handed his calling card marked with his *initials* and advising: “ Ring the police”.

The boy, who cannot *be identified* for legal reasons, admitted seven charges of burglary and asked for another 24 to be taken into consideration.

The court heard he was too young to *be remanded* in custody and that there was no place for him in secure accommodation. The boy’s mother *added* after the trial: “I just find it astonishing that nowhere can be found for him. *I’ve warned* him he is living on borrowed time, I’ve tried — but I can’t control him.”’

*(From: Today Newspaper.* — *June 7, 1995)*

 ***Exercise 3. Read and learn the vocabulary.***

**take action against lock up (v)**

**lock away(v)**

**raid (n)**

**shop assistant**

**initials (n) (pi)**

**identify (v)**

**take into consideration**

**remand (v)**

**add (v)**

**warn (v) (of)**

***Exercise 4.Circle a), b) or с) to answer the questions.***

1)How old is the burglar?

1. He is under 17.
2. He is a grown-up man.
3. He is a teenager.

2)How many times did the police arrested him?

1. 33 times.
2. Never.
3. Only once.

3)Does the criminal’s mother want him to be locked away?

1. No, she doesn’t.
2. Yes, she does.
3. The author doesn’t tell us about this.

4)What’s the boy’s name?

1. Christian.
2. Burglar.
3. His name is not mentioned in the article.

5)How much did the boy steal?

1. He stole goods worth £58.000.
2. He stole clothes worth £28.000.
3. He stole goods worth £86.000.

***Exercise 5. Read the article again and find phrases or sentences which help you to decide whether the following statements are true or false.***

1. In Britain young criminals (those between twelve and fifteen) are not held in real
 prisons.
2. The young burglar repented of his crimes.
3. The mother can influence her son’s behavior.
4. The situation is unusual : there’s no place the boy can placed in.
5. The list of the young burglar’s crimes is not confined to stealing in shops.

***Exercise 6. Suggest the Russian equivalents for:***

* a persistent young burglar
* honest politicians
* to walk free
* to take serious actions against high crime rate
* to lock up a young criminal
* be freed
* clothes worth £ 2,000
* the first raid of the gang
* his initials
* to identify the criminal’s name
* to add some more water
* to warn of danger

***Exercise 7.Make the annotation to the article. Use some words and expressions:***

***1)The article deals with…***

***2)It contains ( the description, information, investigation…)***

***3)To my opinion…***

***4)It should be mentioned…***

***5)In conclusion to…***

**The man who escaped**

***Exercise 1. Read and* pronounce correctly.**

**Furiously – [‘fjuəriəsli]**

**Antique – [æn’ti:k]**

**Particularly – [pə’tikjuləli]**

**Suspicious - [səs’piʃəs]**

***Exercise 2.* Read the text. Try to understand it .**

1. It was around midnight when the phone rang in Eric Masters’ flat. The voice on the other end was hard and cold. «This is Hugo», it said. «There was an old blind man in the pub. He had a young woman with him. He asked about you and then went to your shop». Masters blinked in surprise. His voice cracked slightly. «But I don’t know anybody like that. What did they want?» «How do I know, you fool? Just watch out for them, that’s all!» Hugo said furiously and hung up. Masters slept very badly that night.

2. Eric Masters was cleaning an antique pistol when the phone rang in his shop. He heard a young woman’s voice at the other end. «I believe you buy and sell antique weapons», she said. «Yes, that’s right. I’m particularly interested in old firearms». «My father is too. He wants to sell some of 17-th century pistols. Would you be interested?» «Certainly. If you bring them to my shop, I’ll look at them and give you a price». «Well, unfortunately my father’s blind. It’s very difficult for him to get about. Would you mind coming to our place?» Masters managed to answer calmly. «Well... er... my assistant is out to lunch. I’ll come over when he comes back. Is that all right?» He noted the address she gave him and hung up. His hands were trembling slightly. «These must be the people Hugo told me about», he thought. He reached into a drawer and took out a pistol. This one was not an antique. It was a small, black, nasty-looking automatic. «Perhaps the old man pistols», he thought when he was getting into his white Jaguar and driving off.

3. He felt safer when Kate opened the door. She was slim, almost delicate-looking. «Good afternoon», he said. «I’m Eric Masters. You rang my shop earlier». She smiled. «I hope I haven’t put you to any trouble», she said pleasantly, and led him into the sitting-room. Masters glanced suspiciously at the old, blind man sitting on the sofa. At first he seemed harmless enough, but there was something familiar about the man’s face that made Masters look more carefully at him. «I’ll go and get the pistols». Kate said. Masters stayed where he was, where he could see everything and where nobody could come in behind him. The old blind man didn’t move. «Are you a collector too?» Masters asked. The old man simply nodded. The woman came out of the bedroom with a large black case. «They’re all in here», she said. «If you come over here, to the table, we can look at them. My father doesn’t really want anyone else to have them, but it’s a question of money».

Masters kept his eyes fastened on the old man’s face as he walked towards the table. He was halfway there when the old man raised his face slightly. The sudden movement made Masters stop. The more he looked at that face, the more suspicious he became. Suddenly it dawned on him. He stared at both of them. They were both waiting for him to come nearer. It was the old man’s nose and lips that made Masters think of Coke. He reached for his pistol.

***Exercise 3.*Answer the questions.**

 1. What news did Hugo tell Masters?

2. What did the woman speaking over the phone want?

3. What did Eric promise?

4. What did he take out of a drawer?

5. What made Masters look more carefully at an old man?

6. What made Masters think of Coke?

***Exercise 4.* Complete the sentences:**

1. Masters took a pistol with him because...

a) he was sure he was going to meet Coke;

b) he always had it with him;

c) he felt safer with it.

 2. Masters looked more carefully at the man because...

a) he recognized Coke;

b) there was something familiar about the man's face;

c) he recognized his voice.

3. Masters stopped because...

a) there was a sudden movement of the old man;

b) he became very suspicious;

c) they were staring at him.

***Exercise 5. Give the English equivalents for the following.***

* голос слегка вздрогнул
* антикварный пистолет
* к несчастью
* его руки дрожали
* оружие
* смотрел пристально
* задержал взгляд
* просто кивнул
* на полпути
* неожиданноto
* движение

***Exercise 6.* Give a summary of the text ( 8-10 sentences)*.*** ***Use some words and expressions:***

***1)This story is about…***

 ***2)In my opinion…***

***3)It should be mentioned…***

***4)In conclusion to…***

***5)To sum up…***

 **А judge in the Commercial Court**

***Exercise 1.* Read and pronounce correctly:**

**Adjourn – [ə’dʒ3:n]**

 **tongue** – [tʌŋ]

**archaic** – [ɑ:’keiik]

**duplicity of counsel – [dju:’plisiti of ‘kaʊnsəl]**

***Exercise 2.* Read the text. Try to understand it.**

A barrister is a man born with a silver spoon in his mouth in place of a tongue. Or so it would appear to Mr Justice Stoughton, a judge in the Commercial Court.

The learned judge has become irritated at the linguistic duplicity of counsel, and the way in which they use archaic words to camouflage what is at bottom, an insult.

Writing in the current edition of the quarterly legal journal «Counsel», a learned magazine read by upper echelons of the legal profession, the judge tells about barristers who preface a statement to him with the phrase «With respect». What that really means, says the judge, is «you are wrong».

A statement prefaced with the words «With great respect» means «you are utterly wrong». And if a barrister produces the ultimate weapon of «With utmost respect» he is really saying to the court, «Send for the men in white coats».

The judge wants more plain English used incourts, and less of the legal language of the obscure past, some of which he says has been «obsolete» in ordinary speech almost since the Bible.

Words like «humbly» and «respectfully» are not only unnecessary in written legal documents, they are gener­ally untruthful in oral argument, says the judge with utmost respect.

Judges themselves are, of course, not entirely free of guilt in the matter of exchanges which are not very understandable.

As the courtroom clock moves towards 1 pm, counsel might say: «It might be of value to your Lordship if I were to inform you at this juncture that I have several more questions to ask of to this witness which would take some little while». The judge will reply: «This seems a useful time to adjourn». What they really mean is lunch.

***Exercise 3.***  **Translate and try to remember.**

**barrister**

**judge**

**camouflage**

**in suit**

**untruthful**

**utmost**

**entirely**

**guilt**

**juncture**

**witness**

***Exercise 4.*Answer the questions.**

1. What is a barrister according to Mr Stoughton?

2. What does the phrase “With respect” really mean?

3. What dose the judge want?

4. What does the judge say about some worlds?

 5.What will the judge reply?

6)What is Mr Justice Stoughton,?

7) Has the learned judge become irritated at the linguistic duplicity of counsel?

8) A statement prefaced with the words «With great respect» means «you are utterly wrong», does not it?

 9) What kind of words are unnecessary in written legal documents

***Exercise 5. Give the English equivalents for the following.***

* серебро
* судья в коммерческом суде
* юридический журнал
* адвокат
* юридический язык
* неправдивый

 ***Exercise 4.Write down a few sentences describing:***

***1)using legal words in writing documents***

***2) using legal words in oral speech***

***Exercise 5. What is the main idea of the text? Write down 2-3 sentences***

**Литература**

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**Для заметок:**